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ABSTRACT

Three project teams, with three teachers, a counselor, and a school-community coordinator on each, developed sex-fair experience-based career education programs and activities for junior and senior high school students in three Arkansas schools. Team members visited community learning sites, offered orientation and exploratory courses to students, and a general cooperative education program. A multi-media center and two career exploration laboratories (one of which was mobile) were set up. Counseling and placement services were made available. Evaluative data, tabulated and discussed in the report, showed (1) little improvement in basic academic skills; (2) improvement in work habits and positive student attitudes toward work; (3) improvement in decision-making skills and career awareness; (4) greater awareness of post-high school educational opportunities; (5) greater gains in choices of non-stereotyped occupations by participants than non-participants; (6) positive employer response, which rated students very high on sixteen work characteristics; and (7) good placement and follow-up services for students. (The evaluation design summary chart is appended.) (CP)

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ED181223

FINAL EVALUATION REPORT

Grant Number: G62-76-00966(502)
Project Number: 502 AH60094

A TEAM APPROACH TO DEVELOP AND IMPLEMENT AN IN-SCHOOL CLUSTER STRUCTURE DESIGNED FOR OCCUPATIONAL EXPLORATION AND INITIAL JOB PREPARATION

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Arkansas Department of Education
Division of Vocational, Technical, and Adult Education
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CE023692

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. BACKGROUND INFORMATION

There probably has never been a time when the transition of young people from their role as students to their role as employees has been as important as it is in today's society. Congress noted this when they indicated that the high level of youth unemployment must be reduced. To do this tne artificial barriers between academic education and vocational programs must be eliminated. It is also urgent that the young people of today be made aware of the ever widening range of occupations open to them and develop a more realistic perception of the wide range of occupations. Youth and adults also need to understand that (1) participation in a cluster core curriculum provides an opportunity to learn skills and knowledge that are common to many occupations, (2) the concept of job ladder provides an opportunity to receive training from skilled level to the professional level within the career cluster, (3) community-school communication and cooperation can provide linkage between the instructional program and the world of work, (4) occupations should be open to all regardless of sex or sex bias, and (5) the public school should provide youth with an opportunity to learn an entry level job skill by the time he/she leaves so they might exercise an option of either getting a job or pursuing further education.

In Arkansas, there was a need to implement the cluster concept to the fullest extent and to explore all facets of the world of work as they relate to the cluster concept. After a review of various career education models to help fulfill this need, it was felt that the Experienced Based Career Education model developed by National Institute of Education funds would be most appropriate in Arkansas to negate the need. Techniques of that model that seemed to be applicable to Arkansas were (1) site analysis techniques, (2) employer orientation and recruitment techniques, and (3) individual student learning plans with behaviorally stated objectives. The model could also be utilized to expand sex-fair guidance, counseling, placement, and followup. An application was written by the State Education Agency and submitted for a grant under Part D of the Vocational Education Act. The grant was approved and the program was implemented during the 1976-77 school year and continued each academic year to the present, 1978-79. The purpose of this report is to describe the 1978-79 operational program and present the evaluation findings.

II. LOCALE

The project was administered by the State Education Agency, with the operational program conducted in three local school districts located in North Central Arkansas. The three local school districts were Batesville, Heber Springs, and Searcy. A local director of the project was employed, and he was located at the Foothills Vocational-Technical School in Searcy, Arkansas. The vocational-technical school is a state agency school and an extension of the State Department of Education.

The three local school districts in the project form a triangle with a distance of 40 miles between each. The Searcy school district is nearest to Little Rock, the state capitol, (about 50 miles) while the farthest away from the state capitol is Batesville (approximately 100 miles). A brief description of each of the school districts follows.

A. Batesville - Batesville is a community located approximately 92 miles northeast of the state capitol of Little Rock. The population of the city is 7,209 with the school district encompassing an area of 69 square miles. The average daily attendance during the 1977-78 school year was 1,888 students in grades 1-12 with an additional 130 students enrolled in kindergarten. The 1977 assessed valuation for the school district was $16,489,010, and the 1977 millage rate was 62 mills. One hundred and ten certified personnel were employed during the 1977-78 school year with an average salary of $10,776.

B. Heber Springs - Heber Springs is a community located approximately 65 miles north of the state capitol of Little Rock. The population of the city is 3,833 with the school district encompassing an area of 66 square miles. The average daily attendance during the 1977-78 school year was 1,062 students in grades 1-12 with an additional 71 students enrolled in kindergarten. The 1977 assessed valuation for the school district was $10,411,634, and the 1977 millage rate was 59 mills. Sixty-four certified personnel were employed during the 1977-78 school year with an average salary of $11,287.

C. Searcy - Searcy is a community located approximately 50 miles northeast of the state capitol of Little Rock. The population of the city is 10,876 with the school district encompassing an area of 289 square miles. The average daily attendance during the 1977-78 school year was 2,665 students in grades 1-12 with an additional 178 kindergarten students. The 1977 assessed valuation for the school district was $24,717,778, and the millage rate was 55 mills. One hundred forty-six certified personnel were employed during the 1977-78 school year with an average salary of $10,936.

III. PROGRAM GOALS AND OBJECTIVES

A. Overall Program Goals

The overall purpose of the project was the development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience Based Career Education Program in coordination with an in-school cluster structure designed for occupational exploration and initial job preparation. More specifically, the goals of the project were:

1. To develop and implement an in-school cluster structure designed for occupational exploration and initial job preparation.

2. To develop and implement a plan for the elimination of sex bias and sex-role stereotyping through curriculum and non-traditional job placement.

3. To develop and implement sex fair guidance, counseling, placement and followup services.

4. To further develop and implement the instructional strategies, methods, and techniques of the Experienced Based Career Education Program in site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally stated objectives.

B. Performance Objectives

The expected results or benefits of the project were stated in the application submitted for a grant. These expected benefits were translated into performance objectives and used as the program objectives. They are stated below.

1. Students participating in the EBCE program will improve their basic skills in language arts and mathematics as measured by a standardized test. It is expected that the mean gain of participating students will be equal to or greater than the mean gain of students in a traditional program.

2. Students participating in the EBCE program will improve their work habits as rated by the general cooperative education teacher on the Work Adjustment Inventory. It is expected that the mean postratings of the participating students will be higher than the mean preratings.

3. Students participating in the EBCE program will demonstrate a positive attitude toward work as measured by the Career Maturity Inventory Attitude Scale. It is expected that the mean score of the participating students will be greater at the end of the year than at the beginning of the year.

4. Students participating in the EBCE program will demonstrate (a) career decision making skills and (b) job finding skills as measured by standardized tests. It is expected that the mean score of participating students will be greater than the mean score of students in a traditional program.

5. Students participating in the EBCE program will improve their career awareness as measured by the Career Maturity Inventory Test. It is expected that the mean gain of participating students will be greater than the mean gain of students in a traditional program.

6. Students participating in the EBCE program will demonstrate awareness of their opportunities for continuing and recurrent education as measured by a teacher made criterion-referenced test. It is expected that the mean score of participating students will be greater than the mean score of students in a traditional program.

7. Students participating in EBCE program will increase their choices of non-sex-stereotype career areas for exploration to a greater extent than will students in a traditional program as measured by a Sex Job Classification Scale.

8. Students participating in the EBCE will demonstrate proficiency in vocational skills as indicated by teacher grades. It is expected that 70 percent of the students will receive a grade of "C" or higher.

9. Students participating in the EBCE program will demonstrate entry-level job skills as judged by an employer rating scale. It is expected that 70 percent of the ratings will be positive.

10. Students exiting the EBCE program will receive placement and followup services as indicated by project records. It is expected that at least 70 percent of the exiting students will receive followup services.

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consisted of the personnel involved in the program and the processes by which the program were implemented and operated. These variables are described in this section.

A. The Personnel Variables

The personnel variables in the program were students, teachers, administrators, counselors, and other staff. They will be described below.

1. Students. There was a total of 536 students involved in the project at the three target schools. Table 1 provides a description of the students.

Table 1: THE COMPOSITION OF THE STUDENTS INVCLVED IN THE EXPERIENCED BASED CAREER EDUCATION PROGRAM

	Sex				Race				
	Male		Female		Black		White		
Grade/Course	No.	%	No.	%	No.	%	No.	%	Total
(Batesville)									
8&9 Career Orientation	38	62	23	38	1	2	60	98	61
10 Exploratory	11	61	7	39	2	11	16	89	18
11&12 GCE	33	61	21	39	3	6	51	94	54
(Heber Springs)									
7&8 Career Orientation	13	52	12	48	0	0	25	100	25
9-12 Exploratory	28	74	10	26	0	0	38	100	38
12 GCE	18	49	19	51	0	0	37	100	37
(Searcy)									
8&9 Career Orientation	116	54	97	46	12	5	201	95	213
10 Exploratory	22	43	29	57	0	0	51	100	51
11&12 GCE	17	44	22	46	0	0	39	100	39
Totals	296	55	240	45	18	3	518	97	536

2. Teachers. There was a total of ten teachers involved in the program at the three target schools. Three career courses were offered at each school. The following table shows the sex, race, training, and experience distribution of the teachers involved in the program.

Table 2: THE CHARACTERISTICS OF TEACHERS INVOLVED IN THE EXPERIENCED BASED CAREER EDUCATION PROGRAM

		Assignment	Sex		Race			Years of
School	Name	Area	M	F	B	W	Degree	Experience
Batesville	Dennis Butler	Exploratory	X			X	BS	0
	Sarah Nail	GCE		X		X	BSE	7
	Geraldine Thomas	Career Orientation		X		X	BA	3
Heber Springs	Robin Miller	Career Orientation		X		X	BA	0
	Bruce Bevens	GCE	X			X	BBA	9
	James Johnson	Exploratory	X			X	EdD	13½
Searcy	Linda Fullerton	Career Orientation		X		X	BSE	15
	Suzanne Pidcock	Exploratory		X		X	BSE	3
	Bob Price	Career Orientation	X			X	BSE	0
	Harold Valentine	GCE	X			X	BA	6

3. Administrators. The project included both state and local administrators. They will be described below.

a. State Administrators

The project was administered by personnel in the Program Planning, Evaluation, Research, and Exemplary Section of the Vocational Technical, and Adult Education division of the State Department of Education. A local project director and secretary were employed at the Foothills Vocational Technical School at Searcy, an extension of the State Department of Education. Table 3 gives information about the state administrative personnel who were directly involved in the project.

Table 3: DESCRIPTION OF THE STATE ADMINISTRATIVE PERSONNEL INVOLVED IN THE IN-SCHOOL CLUSTER STRUCTURE PROGRAM

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
James D sher	State Project Director	X			X	MSE	21
Marianne Fox	Local Project Director		X		X	MSE	18
Phyllis Shepherd	Secretary		X		X	BS	5

b. Local Administrators

Thirteen administrators were involved in the In-School Cluster Structure Program at the three target schools. Descriptive information about them is presented in the following table.

Table 4: DESCRIPTION OF THE LOCAL ADMINISTRATORS INVOLVED IN THE IN-SCHOOL CLUSTER STRUCTURE PROGRAM

School	Name	Position	Sex M	Sex F	Race B	Race W	Degree	Years of Experience
Batesville	Bill Coop	Superintendent	X			X	MSE	21
	Jerry Rose	Asst. Supt.	X			X	MSE	15
	Charles Knox	Principal	X			X	MSE	15
	Danny Yeager, Jr.	Asst. Prin.	X			X	MSE	13
Heber Springs	John Vandiver	Superintendent	X			X	EdD	31
	Cecil Daves	Principal	X			X	MSE	13
	James E. Johnson	School Community Coordinator	X			X	EdD	13½
Searcy	James W. Ahlf	Superintendent	X			X	MSE	38
	Fletcher Sullards	Asst. Supt.	X			X	MSE	25
	Robert Maddox	H.S. Principal	X			X	MSE	15
	Robert Casteel	J.H. Principal	X			X	MSE	7
	Lynn Roe King	School Community Coordinator	X			X	MSE	11
	James Fullerton	Ast. H.S. Principal	X			X	MSE	14

4. Counselors

Six counselors were involved in the program activities. Table 5 provides descriptive information about the counselors at the three target schools.

Table 5: DESCRIPTION OF THE COUNSELORS INVOLVED IN THE IN-SCHOOL CLUSTER STRUCTURE PROGRAM

School	Name	Position	Sex M	Sex F	Race B	Race W	Degree	Years of Experience
Batesville	Brucene Hon	H.S. Counselor		X		X	MSE	13
	Ruth Vickers	J.H. Counselor		X		X	MSE	12
Heber Springs	Nat Horne	H.S. Counselor	X			X	MSE	7
Searcy	Sybil Sullards	H.S. Counselor		X		X	MSE	30
	Randy Brister	10th Gr. Counselor	X			X	MSE	5
	Mildred Maxwell	J.H. Counselor		X		X	MSE	18

5. Other Staff or Consultant

One staff member was involved in the program for the purpose of writing a curriculum guide for career exploration at Batesville. She was a white female with six years of experience and held an MSE degree.

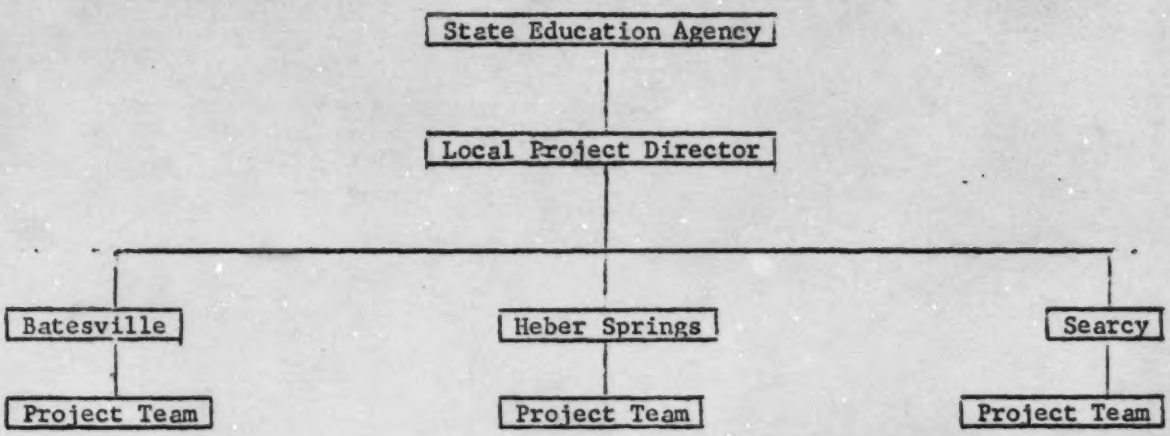
B. Process Variables

The process variables described in this section included the organization and program activities.

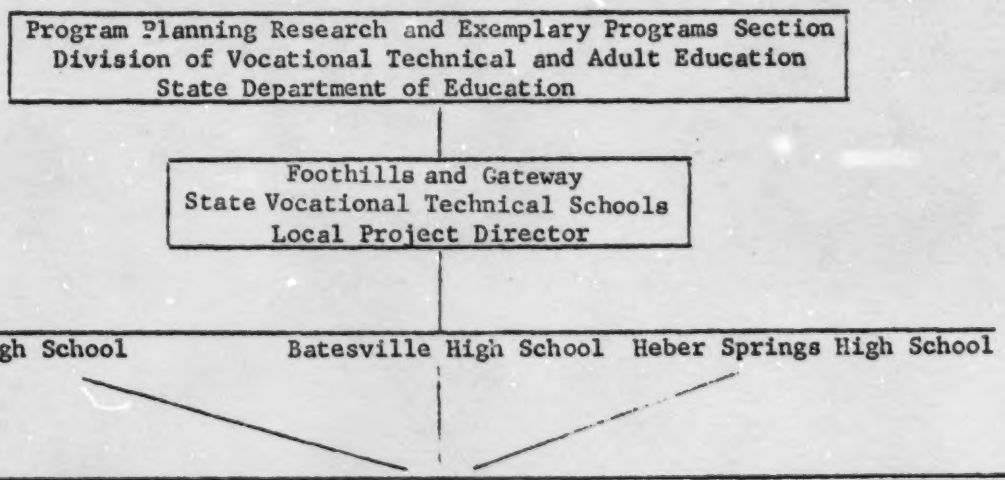
1. Organization

The project was administered by the State Education Agency with personnel in the program Planning Evaluation, Research, and Exemplary section of the Vocational Education division directly responsible. A local project director was employed and assigned to operate out of the Foothills Vocational School in Searcy, Arkansas. The actual operational program functioned in three local school districts. They were Batesville, Heber Springs, and Searcy.

A team approach to develop and implement an in-school cluster structure designed for occupational exploration and initial job preparation project was utilized. The following chart shows the administrative relationships between the state agency and the local school districts which were involved in the project.



Project activities were coordinated with other projects or programs having similiar purposes and with the State Plan for Vocational Education. The following chart shows the way coordination was maintained.


Program Planning Research and Exemplary Programs Section
Division of Vocational Technical and Adult Education
State Department of Education
Foothills and Gateway
State Vocational Technical Schools
Local Project Director
Searcy High School
Batesville High School
Heber Springs High School

Personnel	Grade	Funds
School-Community Coordinator	7-16	D
Counselor(s)	7-16	State
Vocational Orientation Teacher	7-9	D-B
Exploratory Teacher	9-11	D
General Cooperative Education Coordinator	11-12	G-B
Skills Instructor(s)	11-16	B - State
Employer Instructor(s)	11-12	Labor
Academic Teacher(s)	7-16	State

2. Program Activities

The overall plan in implementing the project was to initiate activities patterned after the Experienced Based Career Education program directed by the Northwest Regional Education Laboratory in Oregon and activities proven successful in Arkansas Exemplary and Research Career Education Models. A team approach was used in each participating school with the team members consisting of a school community coordinator, an exploratory course teacher, a general cooperative education teacher, a career orientation teacher, and the high school counselor. The major tasks performed by these team members are described below.

a. A network of employers and community sites was developed where students could be assigned to obtain a variety of learning experiences. It was the primary responsibility of the school community coordinator to recruit, analyze and provide necessary training to employers in developing the community learning sites. Students were assigned to the learning sites based on their needs and interests. Throughout the year, the school-community coordinator, GCE coordinator, and the Exploratory course teacher visited the learning sites to assess the progress of the students.

b. An orientation course was offered for 8th or 9th grade students enrolled in the program. This course provided students with an opportunity to make a study of careers. The content of the course was designed to allow students to study various career clusters and to develop career planning and decision making skills. Techniques used in presenting career information included field trips, presentations by resource people, role playing, hands-on experiences, and in-depth research.

c. An exploratory course to study career clusters was offered for 10th grade students. In this course, an individual learning plan was developed for each student based on his/her needs and interests. The learning plan contained behaviorally stated objectives, and it was the responsibility of the Exploratory course teacher to provide learning activities to achieve these objectives. The learning activities were conducted by the exploratory teacher or by a suitable person in the community in the field of the student's career choice. Many of the learning activities were conducted at learning sites in the community.

d. For 11th and 12th grade students a general cooperative education program was conducted. In this program students worked at a community learning site for one-half day in a chosen field. During the other half day the student received job related instruction and basic skills instruction at the school.

e. To help provide more effective learning experiences in the orientation, exploratory, and GCE programs, a multi-media career development center was established. Materials in this center were used by both teachers and students in conjunction with the studies conducted in various careers. During the 1978-79 program year, these career development centers operated in each of the participating school districts and in each of the two vocational-technical schools participating in the program.

f. Counseling services were provided for students enrolled in the program. In making career plans and decisions, students received counseling individually and in group sessions. A special emphasis was made to eliminate sex bias in counseling and guiding students into their career choices. The counselors, the school community coordinators, and the GCE teachers provided placement services to students as they moved to the world of work or to further education. Followup services were given students as they needed it.

g. One career awareness laboratory was established at the Foothills Vocational-Technical School in Searcy, Arkansas and a second laboratory was established at the Gateway Vocational Technical School in Batesville, Arkansas during the 1977-78 school year and continued during the 1978-79 school year. The laboratories used a multi-media approach in teaching students career awareness, career planning, and career decision making. To complete the career awareness laboratory course, 12 students were scheduled at a time for a period of 35 hours. The laboratory was mobile and was transported to the school district where instruction took place.

V. EVALUATION PLAN

The evaluation plan was designed to answer the questions: (1) Can students in the experimental program perform better than students in the traditional program in various career education skills and attitudes? and (2) How do the students in an experimental program for occupational exploration and initial job preparation perform in relation to selected predetermined standards. The standards were established on the basis of experiences in other program.

The evaluation design summary chart in the appendix provides detailed information about the evaluation procedures.

VI. EVALUATION RESULTS

In reporting the evaluation findings, the objectives will be stated and the evaluation information will be presented. This pattern will be followed for each objective.

Objective 1: Students participating in the EBCE program will improve their basic skills in language arts and math as measured by a standardize test. It is expected that the mean gain of participating students will be equal to or greater than the mean gain of students in a traditional program.

The extent to which Objective 1 was achieved was measured by the scores on the mathematics and language arts subtests of the SRA Achievement Test. The test was given to all of the student body as part of each school's yearly testing program. Scores of the EBCE students were identified and collected separately. The 1978 standard scores served as the pretest data while the 1979 standard scores served as the posttest data. SRA language arts and mathematics test scores from a group of students not in the program were collected and used as comparison data. The comparison or control groupof students was selected using the following procedures.

1. Students in grades 10-12 of the participating schools enrolled in vocational courses but not in the exploratory or GCE courses were identified.

2. These students were listed in alphabetical order.

3. Ten students were selected from the identified list of students in each of the tenth grade classes by randomly choosing every 3rd, 4th, 5th,etc., number of students as needed to obtain the sample of ten students.

4. Ten students were selected from the combined list of identified students in grades 11 and 12 in the same manner.

Tables 6 and 7 show the comparisons of the achievement gains made by students in the program and by the students not in the program.

Table 6: A COMPARISON OF THE PRE AND POSTTEST STANDARD SCORES OF EBCE PROGRAM PARTICIPANTS AND A GROUP OF TRADITIONAL STUDENTS NOT IN THE PROGRAM ON THE MATHEMATICS SUBTEST OF THE SRA AHCIEVEMENT TEST

	EBCE Program				Traditional Program			
		Mean Standard Score				Mean Standard Score		
School	No. of Students	Pre	Post	Gain	No. of Students	Pre	Post	Gain
Batesville	42	431	414	-17	25	405	404	- 1
Heber Springs	51	437	453	+16	17	431	438	+ 7
Searcy	61	417	420	+ 3	14	421	430	+ 9
Total	154	427	429	+ 2	56	417	421	+ 4

Table 7: A COMPARISON OF PRE AND POSTTEST STANDARD SCORES OF EBCE PROGRAM PARTICIPANTS AND A GROUP OF TRADITIONAL STUDENTS NOT IN THE PROGRAM ON THE LANGUAGE ARTS SUBTEST OF THE SRA ACHIEVEMENT TEST

	EBCE Program				Traditional Program			
		Mean Standard Score				Mean Standard Score		
School	No. of Students	Pre	Post	Gain	No. of Students	Pre	Post	Gain
Batesville	42	375	388	+13	25	374	381	+ 7
Heber Springs	51	406	429	+23	17	431	441	+10
Searcy	61	390	393	+ 3	14	391	423	+32
Total	154	390	403	+13	56	399	415	+16

The information in Table 6 indicates that, overall, EBCE participants made a gain of two standard score points on the mathematics subtest of the SRA while the students in the traditional program made a gain of four standard score points. When the data are analyzed according to school (1) Batesville shows a 17-point loss for EBCE students and a 1-point loss for students in the traditional program, (2) Heber Springs shows a 16-point gain for EBCE students and a 7-point gain for students in the traditional program, and (3) Searcy shows a 3-point gain for EBCE students and a 9-point gain for students in the traditional program. Thus, the students in the EBCE program at Heber Springs achieved the objective, but the total group of students in the EBCE program did not achieve the expected criterion established in the objective for mathematics.

Data in Table 7 indicates that, overall, EBCE program participants made a gain of 13 on the SRA language arts subtest while traditional program students made a 16-point gain. When the data are analyzed according to school (1) Batesville shows a 13-point gain for EBCE students while students in the traditional program show a 7-point gain, (2) Heber Springs shows a 23-point gain for EBCE students and a 10-point gain for students in the traditional program, and (3) Searcy shows a 3-point gain for EBCE students and a 32-point gain for students in the traditional program. Thus, EBCE program participants at Batesville and Heber Springs achieved the objective in the SRA language arts subtest but Searcy EBCE program participants did not. Overall, Objective 1 was not achieved.

Objective 2: Students participating in the EBCE program will improve their work habits as rated by the general cooperative teacher on the Work Adjustment Inventory. It is expected that the mean postratings of the participating students will be higher than the mean preratings.

When the General Cooperative Education students entered the program in September and October they were rated by their vocational education teacher on their work characteristics. The measuring instrument consisted of a 15-item rating scale. Nine items concerned work habits, two items pertained to personal habits, and four items measured social adjustment. Teachers rated each characteristic on a scale of zero to four according to the quality of the characteristic: Unsatisfactory (0), Improving (1), Satisfactory (2), Good (3), and Excellent (4). The same rating scale was used at the end of the school year to obtain posttest data. The mean pre and posttest ratings and the mean gain made by the GCE students are shown in Table 8.

Table 8: A COMPARISON OF PRE AND POSTTEST WORK HABIT SCORES OF GCE PARTICIPANTS AS RATED BY THE GCE TEACHERS ON THE WORK ADJUSTMENT INVENTORY

School	Number	Mean Prerating*	Mean Postrating*	Gain	% of Change
Batesville	40	34.55	52.80	+16.25	53
Heber Springs	16	40.50	50.88	+10.38	26
Searcy	39	45.02	42.97	- 2.05	-4
Total	95	39.85	49.28	+ 9.43	24

*Maximum possible rating is 60

Data in the above table shows that according to teacher judgment, the GCE students improved their ratings in work habits by 9.43 points or a 24 percent gain during the project year, and Objective 2 was achieved.

Objective 3: Students participating in the EBCE program will demonstrate a positive attitude toward work as measured by the Career Maturity Inventory Attitude Scale. It is expected that the mean score of the participating students will be greater at the end of the year than at the beginning of the year.

The Career Maturity Inventory, developed by J. O. Crites and published by CTB/McGraw-Hill was used to evaluate Objective 3, 4, and 5. The test was administered at the beginning of the school year as a pretest and at the end of the school year as a posttest to students who participated in the EBCE program. The CMI has two main sections: the Attitude Scale and the Competence Test. The Attitude Scale was used to measure the extent to which Objective 3 was achieved. This scale presents a series of attitudinal

statements concerning the world of work. A measure representing the individual's career maturity is derived from his/her agreement or disagreement with the statements with respect to his feelings, subjective reactions, and dispositions towards making a career choice.

Table 9 presents a comparison of pre and posttest scores on the Attitude Scale of the CMI made by EBCE students.

Table 9: THE GAINS MADE BY STUDENTS PARTICIPATING IN THE EBCE PROGRAM ON THE CAREER MATURITY INVENTORY ATTITUDE SCALE

School	Group	Number of Participants	Pretest Mean	Posttest Mean	Difference
Searcy	Exploratory	34	35.97	37.60	1.63
	GCE	38	40.18	40.95	.77
Heber Springs	Exploratory	26	34.03	34.96	.93
	GCE	25	35.28	40.72	5.44
Batesville	Exploratory	16	30.75	32.19	1.44
	GCE	43	33.13	33.40	.27
Total	Exploratory	76	34.20	35.56	1.36
	GCE	106	36.16	37.83	1.67
Grand Total		182	35.34	36.88	1.54

The information in Table 9 shows a mean gain of 1.54 points for all EBCE students. Although students in the GCE course made greater gains than did the Exploratory student, the data show that both groups in all three schools improved in attitude toward work. The greatest gain was made by the GCE students in Heber Springs; the least gain was made by the GCE students in Batesville. Objective 3 was achieved.

Objective 4: Students participating in the EBCE program will demonstrate (a) career decision making skills and (b) job finding skills as measured by standardized tests. It is expected that the mean score of paticipating students will be greater than the mean score of students in a traditional program.

The Competence Test of the CMI was used to measure Objectives 4 and 5. This test contains five subtests: Part I, Knowing Yourself; Part II, Knowing About Jobs; Part III, Choosing a Job; Part IV, Looking Ahead; and Part V, What Should They Do? (Problem Solving). Each subtest is constructed to measure a competence that is important in the career decision-making process. All subtests use the same item format--a hypothetical situation is presented and the individual is asked to choose one of five answer

alternatives. Both the item stems and the answer alternatives have been constructed systematically from a universe of content appropriate to the world of work. The maximum possible score on each part is 20 raw score points. Part I, Knowing Yourself, was used to evaluate Objective 4a.

Pretests were given to the EBCE and traditional students in September and October of 1978. Posttests were given to the same students in March and April, 1979. Table 10 shows comparisons of the mean pretest and posttest scores of the students from each school and for the total group on the Knowing Yourself subtest.

Table 10: A COMPARISON OF TEST SCORES MADE BY STUDENTS PARTICIPATING IN THE EBCE PROGRAM AND TRADITIONAL STUDENTS ON THE KNOWING YOURSELF SUBTEST OF THE CAREER MATURITY INVENTORY

	Experimental				Control			
School	No.	Pretest Mean	Posttest Mean	Gain	No.	Pretest Mean	Posttest Man	Gain
Batesville								
GCE	43	12.11	12.72	.61				
Exploratory	16	9.38	9.50	.12				
Total	59	11.36	11.85	.49	21	13.04	10.57	-2.47
Heber Springs								
GCE	25	11.16	16.64	5.48				
Exploratory	26	12.15	13.23	1.08				
Total	51	11.66	14.90	3.24	21	12.76	13.38	.62
Searcy								
GCE	38	15.26	15.23	-.03				
Exploratory	33	12.64	14.82	2.18				
Total	71	14.04	15.04	1.00	23	13.39	13.08	-.30
Total GCE	106	13.00	14.54	1.54				
Total Exploratory	75	11.77	13.13	1.36				
Grand Total	181	12.49	13.96	1.47	65	13.07	12.37	-.70

The data on Table 10 show that students in the experimental program in each school made higher mean scores on the posttest than on the pretest. Overall, the mean gain was 1.47 in Ability to Make Career Decisions as measured by the Knowing Yourself subtest of the CMI. Control students' mean score on the same test indicated a loss of .7. Objective 4a was achieved.

The Nex Mexico Job Application Procedures Test was used to measure the extent that Objective 4b was achieved. This is a 20-item criterion referenced test designed to assess the student's knowledge of how to apply for a job. It focuses on the student's ability to make inquiries, read advertisements, and use employment agencies; his ability to complete a job application form satisfactorily; and knowledge of how to conduct oneself during an interview.

The test was given to the EBCE students in grades 9-12* and to a sample of control students in the same grades who were in traditional vocational classes. A pretest was administered in September or October 1978 in the three schools involved in the program. The same students took a posttest in April or May 1979. Table 11 shows comparisons of available pre and posttest scores of experimental and control students by school, course, and total.

Table 11: A COMPARISON OF TEST SCORES MADE BY STUDENTS PARTICIPATING IN THE EBCE PROGRAM AND TRADITIONAL STUDENTS ON THE NEW MEXICO JOB APPLICATION PROCEDURE TEST

	Experimental				Control			
School	No.	Pretest Mean	Posttest Mean	Gain	No.	Pretest Mean	Posttest Mean	Gain
Batesville								
GCE	38	10.81	9.40	-1.41				
Exploratory	16	8.25	8.56	.31				
Total	54	10.05	9.15	- .90	6	7.66	10.67	3.01
Heber Springs								
GCE	23	10.21	15.83	5.62				
Exploratory	20	10.8	12.25	1.45				
Total	43	10.48	14.17	3.69	20	12.05	10.75	-1.3
Searcy								
GCE	37	13.43	12.97	- .45				
Exploratory	39	11.74	14.08	2.34				
Total	76	12.56	13.54	.98	7	13.14	13.43	.29
Total GCE	98	11.65	12.26	.61				
Total Exploratory	75	10.74	12.41	1.67				
Grand Total	173	11.25	12.33	1.08	33	11.48	11.30	-.18

*Heber Springs was the only school with 9th graders being given the test.

The data in Table 11 shows that when test results are analyzed by school and by course there is a wide variation among the scores. Exploratory course students in each school showed a mean gain while GCE students in Heber Springs gained but GCE students in the other two schools regressed. The overall results, however, indicate that the experimental students as a whole improved their job finding skills while control students as a whole regressed in job finding skills as measured by the New Mexico Job Application Procedure Test. Thus Objective 4b was achieved.

Objective 5: Students participating in the EBCE program will improve their career awareness as measured by the Career Maturity Inventory Test. It is expected that the mean gain of participating students will be greater than the mean gain of students in a traditional program.

Parts I (Knowing Yourself) and III (Choosing a Job) of the Career Maturity Inventory were used to evaluate this objective. The subjects were GCE and Exploratory students and a sample of control students chosen from traditional vocational classes in grades 10-12. The control students were the same as those described under Objective 4.

Table 12 compares the mean pre and posttest scores of the experimental and control students in each school.

Table 12: A COMPARISON OF GAINS MADE IN CAREER AWARENESS BY PARTICIPATING (GCE AND EXPLORATORY) STUDENTS AND TRADITIONAL STUDENTS ON THE CAREER MATURITY INVENTORY, KNOWING YOURSELF AND CHOOSING A JOB SUBTESTS

		GCE and Exploratory						
		Pretest			Posttest			
School	No. of Students	Know Yourself Total Mean	Choosing a Job Total Mean	Total	Know Yourself Total Mean	Choosing a Job Total Mean	Total	Gain
Batesville	59	11.36	10.83	22.2	11.85	11.57	23.42	+1.22
Heber Springs	51	11.66	11.63	23.29	14.90	15.90	30.80	+7.51
Searcy	71	14.04	13.46	27.50	15.04	14.49	29.53	+2.03
Total	181	12.49	12.12	24.61	13.96	13.96	27.92	+3.31

		Control						
		Pretest			Posttest			
School	No. of Students	Know Yourself Total Mean	Choosing a Job Total Mean	Total	Know Yourself Total Mean	Choosing a Job Total Mean	Total	Gain
Batesville	21	13.04	12.95	25.99	10.57	11.24	21.81	-4.18
Heber Springs	21	12.76	12.57	25.33	13.38	13.52	26.90	1.57
Searcy	23	13.39	12.56	25.95	13.09	12.00	25.09	- .86
Total	65	13.07	12.69	25.76	12.37	12.25	24.62	-1.14

In analyzing the results of this measurement, the scores of Parts I and III of the test were combined.

The information in Table 12 indicates that when analyzed by school, experimental students in all three schools made a positive gain from pre to posttesting, while in the control group only the Heber Springs students showed a gain from pre to posttesting. The mean gain for the total participating group of experimental students was +3.31. The mean gain for the total control group was -1.14. Objective 5 was achieved.

Objective 6: Students participating in the EBCE program will demonstrate awareness of their opportunities for continuing and recurrent education as measured by a teacher made criterion-referenced test. It is expected that the mean score of participating students will be greater than the mean score of students in a traditional program.

The criterion-referenced test used to measure the objective consisted of the same general content in the three schools involved in the program. However, some of the specific questions and the number of questions differed on the three tests. In all three tests one part measured students' knowledge of colleges located within a 100 mile radius of their city and knowledge of application information and procedures. The second part concerned knowledge of vocational technical schools, their offerings, and student qualifications for admission.

The test was given to tenth grade career education students in the Exploratory segment and to a sample of tenth grade students enrolled in vocational courses but not the Exploratory course. Table 13 shows comparisons of the mean test scores made by these students by school.

Table 13: A COMPARISON OF TEST SCORES MADE BY EXPLORATORY COURSE STUDENTS AND CONTROL STUDENTS ON A CRITERION REFERENCED TEST

School	No. of Correct Responses Possible	Exploratory Students			Control Students		
		No. of Students	Correct Response Mean No.	%	No. of Students	Correct Response Mean No.	%
Batesville	100	24	73.00	73	24	60.00	60
Heber Springs	41	28	32.21	79	9	20.22	49
Searcy	50	44	40.43	81	8	23.75	48
Total	191	96	48.55	76	41	34.66	54

The information in Table 13 shows that the mean number of correct responses of EBCE students in all three schools was much higher than the mean number of correct responses of non-programmed students. The school showing the greatest difference between EBCE students and non-program students was Searcy with 33 percentage points difference. Objective 6 was achieved.

Objective 7: Students participating in EBCE program will increase their choices of non stereotype sex career areas for exploration to a greater extent than will students in a traditional program as measured by a Sex Job Classification Scale.

To measure this objective, tenth grade Exploratory course students and a sample of tenth grade vocational students who were not taking Exploratory courses were asked at the beginning of the school year to select three jobs that they would like to study. At the end of the school year the same students were asked again to list three jobs that they would like to study. The jobs were then rated as typically male or female jobs. Judgment of whether jobs were male or female was made according to census statistics. The number of non-stereotyped jobs selected by experimental and control students at pre and post course dates are shown in Table 14.

Table 14: A COMPARISON OF THE GAIN MADE IN CHOICES OF NON-STEREOTYPE JOB BY EXPERIMENTAL AND CONTROL STUDENTS

	Experimental					
	No. of Jobs	Pre Course Time Non-Stereotype Choices		No. of Jobs	Post Course Time Non-Stereotype Choice	
School	Listed	Number	%	Listed	Number	%
Batesville		N/A			N/A	
Heber Springs	72	6	8.3	72	5	6.9
Searcy	114	19	16.7	114	25	21.9
Total	186	25	13.4	186	30	16.1
	Control					
	No. of Jobs	Pre Course Time Non-Stereotype Choice		No. of Jobs	Post Course Time Non-Stereotype Choice	
School	Listed	Number	%	Listed	Number	%
Batesville		N/A			N/A	
Heber Springs	27	9	30.0	27	7	25.9
Searcy	24	6	25.0	24	4	16.6
Total	51	15	29.4	51	11	21.6

Data was not available from Batesville. The available information showed that the experimental group made an increase of 2.7 percentage points in selecting non-stereotyping jobs while the control students made a decrease of 7.8 percentage points. Objective 7 was achieved.

Objective 8: Students participating in the EBCE will demonstrate proficiency in vocational skills as indicated by teacher grades. It is expected that 70 percent of the students will receive a grade of C or higher.

Eleventh and twelfth grade students taking the GCE course earned letter grades for their achievement in course work in vocational courses. Table 15 shows the number and percent of these students who earned a grade of "C" or higher in first and second semester as graded by the EBCE teacher.

Table 15: THE NUMBER AND PERCENT OF GCE STUDENTS EARNING A "C" GRADE OR HIGHER IN VOCATIONAL COURSES AS RATED BY TEACHERS

	Number of Students Enrolled		Number of Students Earning "C" or Higher		Percent Earning "C" Grade or Higher	
School	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
Batesville	50	49	39	34	78	69
Heber Springs	37	41	37	41	100	100
Searcy	25	14	23	14	92	100
Total	112	104	99	89	88	86

Grades were reported and analyzed by semesters. The information in Table 15 shows that a very high percentage of students earned a "C" grade or higher in their vocational courses. When grades are used as the criteria for proficiency in vocational schools, the program participants did very well. Objective 8 was achieved.

Objective 9: Students participating in the EBCE program will demonstrate entry-level job skills as judged by an employer rating scale. It is expected that 70 percent of the ratings will be positive.

To measure the extent to which this student objective was achieved, employers of the GCE students were asked to rate the student they employed. The rating scale consisted of sixteen desirable work characteristics. Students were graded on each characteristic as follows: A - Outstanding, B - Good, C - Average, and D - Poor. Grades were assigned for each six week period

or nine week period the student was employed. Table 16 shows the number and percent of each letter grade employed GCE students received in "personality and skills". The total number and percent of letter grades are also provided by school and for the program as a whole.

Table 16: SUMMARY OF GCE STUDENTS' ENTRY LEVEL JOB SKILLS AS RATED BY EMPLOYERS

School	Total No. of Ratings	Frequency and Percent of Ratings							
		A		B		C		D	
		No.	%	No.	%	No.	%	No.	%
Batesville									
Heber Springs									
Searcy	588	559	95	23	4	6	1		

In analyzing the data, ratings checked A and B were considered positive responses, while ratings checked C and D were considered as negative responses. Data for measuring this objective was available from the Searcy school only. The data indicated that 99 percent of the students received an A or B rating. The Searcy school GCE students achieved Objective 9.

Objective 10: Students exiting the EBCE program will receive placement and followup services as indicated by project records. It is expected that at least 70 percent of the exiting students will receive placement and followup services.

A record was maintained of placement and followup services rendered the students in the EBCE program. Table 17 summarizes this data and shows the extent that Objective 10 was achieved.

Table 17: SUMMARY OF PLACEMENT AND FOLLOWUP SERVICES RECEIVED BY EXITING 12TH GRADE GCE STUDENTS

School	No. of 12th Grade Students	No. Receiving Placement Services	%	No. Receiving Followup Services	%
Batesville	35	33	94	32	91
Heber Springs	37	15	41	23	62
Searcy	24	17	71	15	63
Total	96	65	68	70	73

The data in the above table shows that, when all three schools are taken as a whole, 68 percent of the students exiting 12th grade received placement services and 73 percent of the students received followup services. The desired 70 percent attainment was made in providing followup services but not in providing placement services. Nearly 70 percent of the students received placement services and thus the objective was considered achieved from a practical viewpoint.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

Table 18 summarizes the results of the evaluation of the program "A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation." Information is presented for each objective and includes the following: objective, measuring instrument, expected performance level, target population, results, and whether the objective was achieved.

Table 18: SUMMARY OF FINDINGS

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
1	Standardized Achievement Test	Higher mean gain for experimental than control group	EBCE participants and control group grades 10-12	Math gain of EBCE students less than control		X
				Language arts gain of EBCE students less than control		X
2	Work Adjustment Inventory	Mean posttest rating higher than pretest	GCE students grades 11-12	24 percent gain	X	
3	CMI Attitude Scale	Mean posttest scores higher than pretest	GCE and Exploratory sutdents, grades 10-12	1.54 point mean gain	X	
4a	CMI-Knowing Yourself	Higher mean score for experimental than control students	EBCE participants and control group grades 10-12	EBCE showed 1.47 mean point gain, control group showed .7 loss	X	
4b	Nex Mexico Job Application Procedures Test	Same as above	Same as above	EBCE showed 1.08 mean point gain; control group .18 loss	X	

(continued on page 25)

Table 18 (con.)

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
5	CMI-Knowing Yourself and Choosing a Job	Higher mean gain for experimental than for control group	EBCE participants and control group, grades 10-12	EBCE showed a mean gain of 3.31 points; control group 1.14 loss	X	
6	Criterion Referenced Test	Higher mean score for experimental students than for control group	Exploratory students and control group, grade 10	Mean score of EBCE students was 48.55 while mean score of control students was 34.66	X	
7	Sex Job Classification Scale	Same as above	Same as above	EBCE students made a mean percent gain of 2.7 points, while control students showed a 7.8 percentage point loss	X	
8	Teacher grade roster	70% with C or higher grades	GCE students grades 11 & 12	Approximately 86 percent C grades or higher	X	
9	Employer Rating Scale	70% positive ratings	GCE students grades 10-11	99 percent of the ratings were positive	X	
10	Placement and Followup records	Placement and followup services for at least 70% of exiting students	Participating students and all exiting students	Overall, 68 percent of 12th grade students received placement service; 73 percent received followup services	X	

B. Conclusions

The following conclusions are based on the evaluation findings, observations from monitoring activities, and from semi annual reports submitted by the project director.

1. The program did not achieve the desired results in improving the basic academic skills of participants.

2. The program was successful for the third year in a row in improving the students' work habits and their positive attitudes towards work as measured by ratings of teachers and by the attitude scale of the Career Maturity Inventory.

3. Program participants made greater improvement in their decision making skills, job application skills, and in career awareness than did students not in the program.

4. The program activities designed to make the students aware of post high school education opportunities and to develop vocational skills of the students were effective as measured by a criterion referenced test and by teacher grades.

5. Students in the program made a greater gain in choices of non-stereotyping jobs than did the traditional students. Thus program activities designed to achieve this goal were successful.

6. The employers in the participating communities responded very positively to the students they employed in the program as they rated them very high on 16 different work characteristics.

7. Students in the program have been provided good placement and follow-up services.

C. Recommendations

The following recommendations are based on the evaluation findings and the conclusions.

1. The Experienced Based Career Education program seems to be operating well and should now be internalized in the three participating school districts by incorporating the program activities into the regular school program.

2. It is recommended that a three year summary be developed for the program. This summary should include information about costs for implementing the program, a description of successful practices, and any available dissemination materials.

3. It is recommended that the State Education Agency disseminate the three year summary to school districts throughout Arkansas and encourage them to adopt parts or all of the program.

4. It is recommended that the State Education Agency conduct a followup study of the students that have participated in the program and have left the school system to obtain their opinion on the effectiveness of the program in preparing them for work or further education.

APPENDIX

Evaluation Design Summary Chart

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. Students participating in the EBCE program will improve their basic skills in language arts and math as measured by a standardized test. It is expected that the mean gain of participating students will be equal to or greater than the mean gain of students in a traditional program.	Standardized Test (SRA)	Already Available	Number of correct responses made by students on the language arts and math tests	Participating students and a comparable group of traditional students in grades 10-12	Pretest May 1978 Posttest May 1979	Project Director

Participating Students

1. Students taking Exploratory Course or GCE students during 1978-79 year

Traditional Students

1. Students taking vocational courses but not exploratory or GCE cours Random sample of:

   a. 10 students from 10th grade
   b. 10 students from 11-12th grades

2. Criteria for vocational students is students in state reimbursed classes.

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsib
2. Students participating in the EBCE program will improve their work habits as rated by the general cooperative teacher on the Work Adjustment Inventory. It is expected that the mean post ratings of the participating students will be higher than the mean pre ratings.	Work Adjustment Inventory	Already available	Ratings of students by general cooperative teacher	Participating students are GCE students in grades 11-12	Pretest Sept. 1978 Posttest May 1979	General Cooperati Teacher
3. Students participating in the EBCE program will demonstrate a positive attitude toward work as measured by the Career Maturity Inventory Attitude Scale. It is expected that the mean score of the participating students will be greater at the end of the year than at the beginning of the year.	Career Maturity Inventory Scale	Already available	Scores of students on CMI attitude scale	Participating students are students in exploratory course and GCE program, grades 10-12	Pretest Sept. 1978 Posttest Apr. 1979	Project Director

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. Students participating in the EBCE program will demonstrate (a) career decision making skills and (b) job finding skills as measured by standardized tests. It is expected that the mean score of participating students will be greater than the mean score of students in a traditional program.	(a) Career Maturity Inventory Knowing Yourself	(a) already available	(a) Scores of students on test	(a) Participating students and a comparable group of traditional students in grades 10-12	(a) Pretest Sept 1978	(a) Project Director
	(b) New Mexico Job Application Procedures Test	(b) already available	(b) Scores of students on test	(b) Participating students and a comparable group of traditional students in grades 10-12	(b) Posttest May 1979	(b) Project Director
	Participating Students 1. Students taking Exploratory Course or GCE students during 1978-79 year. Traditional Students 1. Students taking vocational courses but not exploratory or GCE course. Random sample of: a. 10 students from 10th grade b. 10 students from 11-12th grades 2. Criteria for vocational students is students in state reimbursed classes.					

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsib
5. Students participating in the EBCE program will improve their career awareness as measured by the Career Maturity Inventory Test. It is expected that the mean gain of participating students will be greater than the mean gain of students in a traditional program.	Career Maturity Inventory: Knowing Yourself and Choosing a Job	Already available	Scores of students on Parts I and III of CMI test.	Participating students and a comparable group of traditional students in grades 10-12	Pretest Sept. 1978 Posttest May 1978	Project Director
	Participating Students 1. Students taking Exploratory Course or GCE students during 1978-79 year. Traditional Students 1. Students taking vocational courses but not exploratory or GCE course. Random sample of: a. 10 students from 10th grade b. 10 students from 11-12th grades 2. Criteria for vocational students is students in state reimbursed classes.					

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENT			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsibl
6. Students participating in the EBCE program will demonstrate awareness of their opportunities for continuing and recurrent education as measured by a teacher made criterion-referenced test. It is expected that the mean score of participating students will be greater than the mean score of students in a traditional program.	Criterion-Referenced Test	Already Available	Number of correct responses listed by the student	Participating students and a comparable group of traditional students in grade 10	May 1979	Teacher
	Participating Students 1. Students in the exploratory course Traditional Students 1. Students taking vocational courses but not exploratory course. Random sample of 10th grade students. 2. Criteria for vocational students is students in state reimbursed classes.					

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
7. Students participating in EBCE program will increase their choices of non stereotype sex career areas for exploration to a greater extent than will students in a traditional program as measured by a sex Job Classification Scale.	Sex Job Classification Scale	Already Available	Student responses to non stereotype sex career areas	Participating students and a comparable group of students in grade 10	Pretest Sept. 1978 Posttest May 1979	Project Director
	Participating Students 1. Students in the exploratory course Traditional Students 1. Students taking vocational courses but not exploratory course. Random sample of 10th grade students. 2. Criteria for vocational students is students in state reimbursed classes.					

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
8. Students participating in the EBCE will demonstrate proficiency by teacher grades. It is expected that 70 percent of the students will receive a grade of C or higher.	Teacher grade roster	Already Available	Student grades	Participating students are 11-12th grades GCE students	May 1979	Teacher
9. Students participating in the EBCE program will demonstrate entry-level job skills as judged by an employer rating scale. It is expected that 70% of the ratings will be positive.	Employer Rating Scale	Already Available	Ratings of employers	Participating students are GCE students	May 1979	Project Director
10. Students exiting the EBCE program will receive placement and followup services as indicated by project records. It is expected that at least 70% of the exiting students will receive followup services.	Placement and followup records	Throughout the year	Number of exiting students receiving followup services	Participating students and all exiting students who have been in GCE program	A monthly report	Project Director